

**THE IMPLEMENTATION OF SKIMMING AND SCANNING
IN TEACHING READING AT SMP N 1 NGRAMPAL
SRAGEN IN 2015/2016 ACADEMIC YEAR**



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by

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MUHAMMADIYAH UNIVERSITY OF SURAKARTA
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APPROVAL

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ACCEPTANCE

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Accepted and Approved by Board of Examiners


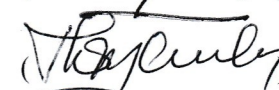

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Muhammadiyah University of Surakarta

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TESTIMONY

Hereby the researcher testifies that in this research there is no plagiarism of the previous studies which have been raised to get bachelor degree of certain University. Besides, there are no opinions or masterpieces which have been written or published by the writer except those in which the writings are mentioned in bibliography and literary review.

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Surakarta, 22 September 2016
The Writer



Rouzyta Adila Winisuda
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**PENERAPAN SKIMMING DAN SCANNING DALAM PENGAJARAN
MEMBACA DI SMP N 1 NGRAMPAL SRAGEN
TAHUN PELAJARAN 2015/2016**

ABSTRAKSI

Membaca merupakan keterampilan penting dalam belajar bahasa asing. Siswa diharapkan berkompeten dan dapat mengembangkan keterampilan membaca pada kedua situasi, baik formal maupun informal. Namun, berdasarkan pengamatan penulis, ada motivasi yang rendah dalam mempelajari bahasa Inggris, siswa yang pasif dalam belajar bahasa Inggris dan mereka tidak memiliki rasa percaya diri dalam membaca bahasa Inggris. Penulis berpikir bahwa siswa juga perlu media baru dan kreatif untuk meningkatkan motivasi dan nilai-nilai mereka. Dalam hal ini, teknik skimming dan scanning adalah jenis metode yang dapat memecahkan masalah. Jadilah ini dapat menjadi solusi untuk mengatasi masalah tersebut.

Penelitian ini menjelaskan teknik skimming dan scanning untuk mengajar membaca di SMP Negeri 1 Ngrampal, Sragen. Lokasi penelitian adalah di SMP Negeri 1 Ngrampal, Sragen. Penelitian ini dilakukan pada tahun ajaran 2015/2016, mulai dari Januari sampai dengan April 2016. Objek penelitian adalah mengajar keterampilan membaca melalui skimming dan scanning di SMP Negeri 1 Ngrampal, Sragen.

Berdasarkan hasil penelitian, dapat dikatakan bahwa teknik skimming dan pemindaian efektif untuk mengajarkan siswa keterampilan membaca, karena teknik skimming dan scanning dapat menghasilkan pemikiran yang lebih tinggi dan tidak membuat siswa merasa bosan dengan kegiatan membaca. Selain itu, teknik skimming dan scanning memungkinkan siswa untuk berpikir mengenai ide atau topik apa yang mereka pertanyakan pada guru, dan mereka dapat dipasangkan dengan teman dekat mereka untuk mendiskusikan suatu topik, mereka mencoba untuk menarik kesimpulan atau hasil dari topik dan mereka dapat berbagi, mengacu pada hasil diskusi harus dibagi di depan semua teman-teman mereka, hal itu dapat dilakukan dengan perwakilan salah satu dari mereka.

Ada beberapa kesimpulan yang terkait dengan penelitian ini, yaitu: skor keterampilan membaca siswa setelah diajarkan dengan menggunakan teknik skimming dan scanning adalah baik karena rata-rata dari total skor siswa adalah (81,2). Ada perbedaan yang signifikan dimana T_{hitung} (7,507) lebih besar dari T_{tabel} (2,021) dari siswa kelas pertama di SMP N 1 Ngrampal, Sragen dalam prestasi membaca sebelum dan setelah mereka diajarkan dengan menggunakan teknik skimming dan pemindaian di kelas. Berdasarkan penjelasan di atas, itu berarti bahwa hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Jadi, penggunaan teknik skimming dan scanning dapat meningkatkan keterampilan membaca siswa di SMP Negeri 1 Ngrampal Sragen.

Kata kunci: penerapan, skimming dan scanning, mengajar membaca

THE IMPLEMENTATION OF SKIMMING AND SCANNING IN TEACHING READING AT SMP N 1 NGRAMPAL SRAGEN IN 2015/2016 ACADEMIC YEAR

ABSTRACT

Reading is an important skill in foreign language learning. Students are expected to be competent and to develop reading skill in both formal and informal situation. However, based on the writer's observation, there was a low motivation in studying English, the students were passive in learning English and they did not have self-confidence in reading English. The writer thought that the students also need new and creative media to increase their motivation and grades. In this case, skimming and scanning techniques are the kind of method that can solve the problem. So it could be a solution to solve this problem.

This research describes skimming and scanning techniques for teaching reading in SMP Negeri 1 Ngrampal, Sragen. The location of study is in SMP Negeri 1 Ngrampal, Sragen. This research is conducted in 2015/2016 academic year, started from January to April 2016. The object of study is teaching reading skills through skimming and scanning in SMP Negeri 1 Ngrampal, Sragen.

Based on the research finding, it can be said that skimming and scanning technique is effective to teach students reading skill, because skimming and scanning technique provided higher thinking and do not make the student feel bored with the reading activity. Besides it, skimming and scanning technique allowed students to think what their idea to the teachers' question or topic, and they can pair with their close friend to discussion the topic, they try to draw conclusion or result from that topic and the term share, refers to the result of discussion must be shared in front of all their friends, it can be done by representative one of them.

There are some conclusions related to this study, those are: The students' score of reading skill after being taught by using skimming and scanning technique is good because the mean of the total score of students is (81.2). There is any significant difference by which T_{count} (7.507) is bigger than T_{table} (2.021) of first grade students at SMP N 1 Ngrampal, Sragen in reading achievement before and after they are taught by using skimming and scanning technique in the class. Based on the explanation above, it means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. So, the using skimming and scanning technique can improve the students' reading skill in SMP Negeri 1 Ngrampal, Sragen.

Keywords: implementation, skimming and scanning, teaching reading

1. INTRODUCTION

Reading is an important skill in foreign language learning. Students are expected to be competent and to develop reading skill in both formal and informal situation. It needs to be supported by English aspects namely: vocabulary, grammar, and pronunciation which are appropriate to Junior High School standard competence.

They will learn how to express utterances meaningfully. It also leads them to make interaction in the society by using language since reading is one of important skills that should be mastered by the students in learning foreign language. In fact one of the four English skills which are not taught well at Junior High School is reading, the students are difficult to read, some of them, even, think that it is a difficult subject.

The problems identified in this research are: (a). The students are less motivated to study English well, (b). Less implementation or techniques from English teachers, so the teaching and learning process has obstructed.

This research is only limited in the Junior High School Students, especially in English reading skills of SMP N 1 Ngrampal Sragen. This limitation is taken by the reason of cost, time, and energy saving, besides to make this research more focused.

2. METHOD

This research describes skimming and scanning techniques for teaching reading at SMP Negeri 1 Ngrampal, Sragen. The location of study is in SMP Negeri 1 Ngrampal, Sragen. This research is conducted in 2015/2016 academic year, started from January to April 2016.

The object of study is the implementation of skimming and scanning for teaching reading skill at SMP Negeri 1 Ngrampal, Sragen. Primary data in this research include activities in learning-teaching process, and informants from this school, also letters, interviews, survey results, or unanalyzed statistical data. Secondary data includes discussions, evaluations, syntheses, and analyses of primary secondary data. Data sources are usually thought of as primary sources

and secondary sources. Primary sources can be first-hand accounts of actual events written by an eyewitness or original literary or artistic works. In this research, primary source of data are learning-teaching activities, study results report, interviews, survey, or unanalyzed statistical data. These sources contain raw data and information, such as the original work of art or immediate impressions.

3. RESEARCH FINDING

The researcher presents the implementation of skimming and scanning in teaching reading at SMP N 1 Ngrampal, Sragen that is divided into five sections; 1. learning objective, 2. classroom procedure, 3. instructional material, 4. teacher's role and student's role, 5. advantages and disadvantages of skimming and scanning. Learning objective is the statement about the intended changes which could be achieved after following particular teaching learning process. They communicate the goals of the instruction to the teachers and students.

The specific objective is stated in lesson plan. It explains the process of learning objective of the teaching English at eight grades written in syllabus. It reveals the process of learning which will be reached by the learner called indicator. The researcher found the specific learning objective of reading English based on interview with the teachers at SMP Negeri 1 Ngrampal, Sragen.

Based on the calculation above the value of "t" is (7.507) which the T_{table} (2.021) so, the T_{count} is bigger than T_{table} , in significant level 5%. Therefore, the null hypothesis state there is no significant different score before and after using Skimming and Scanning Technique is rejected. On the other hand, the alternative hypothesis states there is significant different score before and after using Skimming and Scanning Technique is accepted. It can be concluded that there is significant the effectiveness of using Skimming and Scanning Technique to improve Students' reading skill of the first grade at SMP N 1 Ngrampal Sragen.

4. DISCUSSION

The teaching and learning process was divided into three steps. First step was preliminary study by which the writer conducted a preliminary study to know the Students' reading skill by administering pre-test before being taught using skimming and scanning technique. The second was given treatment to the students; the treatment used in this study is skimming and scanning technique. Skimming and Scanning Technique is one of cooperative learning model that strategy developed by Frank Lyman and his colleagues in Maryland. It gets its name from the three stages of student action, with emphasis on what students are to be doing at each of those stages. In this treatment, the students should be able to read text comprehensively. The third was post-test by which it was conducted after given the treatment which it was conducted to know the Students' achievement in reading skill after being taught Skimming and Scanning Technique.

The score of students reading in pre-test is low, based on KKM in mastering English lesson is 70. It shows from the mean of total score in pre-test from 39 students is (64.3). After getting treatment, the mean score of reading skill is (81.2). It is improved by using person productmoment formula analysis that used by the writer. The result of T_{count} is (7.507). The value of t_{count} has been found, and then the writer considered the degrees of freedom or $d.f = N - 1$ so, the $d.f$ is (38). The writer consulted t_{table} , at the significance level of 0.05. The researcher cannot find the $d.f$ (38) in t_{table} . There is $d.f$ (40) stated on t -table and the writer rounded the $d.f$ (38) becomes $d.f$ (40). Finally, the writer got the critic value of t_{table} is 0.05 significance level that is (2,021).

By comparing the " t " is bigger than T_{table} , the Alternative Hypothesis (H_a) is accepted and the Null Hypothesis (H_o) is rejected. It means that there is different reading skill score of the first grade at SMP N 1 Ngrampal, Sragen between before being taught by using skimming and scanning technique and after using Skimming and Scanning technique. The different significant, the total score before being taught by using skimming and scanning technique is (2510) after the

students were taught by using skimming and scanning technique is (3170), the total score improves.

Based on the research finding, it can be said that skimming and scanning technique is effective to teach students reading skill, because skimming and scanning technique provided higher thinking and do not make the student feel bored with the reading activity. Besides it, skimming and scanning technique allowed students to think what their idea to the teachers' question or topic, and they can pair with their close friend to discussion the topic, they try to draw conclusion or result from that topic and the term share, refers to the result of discussion must be shared in front of all their friends, it can be done by representative one of them.

5. CONCLUSION AND SUGGESTION

Based on the research findings presented in the previous chapter, the writer can draw conclusions that there are some conclusions related to this study, those are: The students' score of reading skill after being taught by using skimming and scanning technique is good because the mean of the total score of students is (81.2). There is any significant difference by which T_{count} (7.507) is bigger than T_{table} (2.021) of first grade students at SMP N 1 Ngrampal, Sragen in reading achievement before and after they are taught by using skimming and scanning technique in the class. It can be concluded based on the result of the data analysis.

It was found that the statistical test by using $t_{\text{-test}}$ shows that the $t_{\text{-test}}$ empiric value ($t_{\text{-count}}$) is (7.507) and the $t_{\text{-critic}}$ value ($t_{\text{-table}}$) at 0,05% level of significance is (2,021). It means that $t_{\text{-empiric}}$ value ($t_{\text{-count}}$) was upper than $t_{\text{-critic}}$ value ($t_{\text{-table}}$) with degree of freedom (df) 38 and the level of significance 5%.

Finally, based on the explanation above, it means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. So, the using skimming and scanning technique can improve the students' reading skill in SMP Negeri 1 Ngrampal, Sragen.

The writer tries to propose some suggestion as follows: For Institution, the teacher of SMP N 1 Ngrampal, Sragen can increase discipline, because discipline can influence students learning process and as a teacher, we should create the confident situation by applying the interesting method of learning, especially in teaching reading skill. For Teachers, reading activities in English is uninteresting to some students, because they need to understand the whole of text while they did not know some the meaning of them, especially in long text. By this strategy, the writer suggests the teachers to apply this strategy in their teaching and learning process in reading class. For other researchers, as this study is not perfect yet, it is suggested for the future writer to conduct further study in the same field, especially in using skimming and scanning technique to improve students' reading skill at Junior High School.

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